

## Master of Science in Speech Language Pathology

### Course Descriptions

#### **CDS500 Research Design and Methods (3)**

This course covers research designs and methods, as well as analysis within evidence-based-practice. Students will evaluate research studies in communication sciences and disorders and apply results of research-based intervention in practice of speech-language pathology. They will also demonstrate understanding of the clinician's role as an evaluator and consumer of research, learn to critically read literature, apply findings and identify their own priorities for research to advance both theory and practice in the communication sciences and disorders.

#### **CDS505 Articulation and Phonological Disorders (3)**

The course provides detailed and in-depth study of normal development of articulation/phonology, the nature and causes of abnormal articulation/phonology and the assessment and treatment of these processes. Students develop skills in the phonetic transcription of errors, administration and evaluation of articulation test results, and in planning of individualized treatment procedures.

#### **CDS510 Clinical Practice and Contemporary Issues (3)**

The course guides students to develop an understanding of clinical process, clinical terminology and contemporary professional issues affecting practice. They will also become familiar with processes involved in reviewing files, reviewing general disorder areas, understanding communication abilities of clients, positive and negative clinical traits, writing behavioral objectives, teaching and treatment techniques, data collection and analysis. Students will use this knowledge to prepare for their first clinical experience.

#### **CDS515 Pediatric Language Disorders (3)**

The course focuses on pediatric language disorders in children ages 3-21, the impact of language disorders on academic performance, and high and low incidence disorders. Students will also become knowledgeable in prevention, screening, assessment, identification, and treatment of pediatric language disorders. Principles and techniques of assessment, intervention with a focus on the periods of emergent language, language for learning, and advanced adolescent language are also presented and integrated with students' clinical practicum.

#### **CDS520 Diagnostic Assessment Processes (3)**

The course details the specialized skills necessary for conducting diagnostic assessment, as well as the knowledge and skills assessment of communication disorders across the lifespan, interpretation of assessment findings, and communication of test results to clients and families. Students will acquire practical skills for assessing test development and measurement of validity, reliability, and standardized scores. Students will engage in active test administration, and combine case history assessment information to develop client profiles leading to diagnosis, recommendation, and treatment goals.

#### **CDS525 Autism Spectrum Disorders (3)**

Students will study Autism Spectrum Disorder in terms of its diagnosis, etiologies, and characteristics across the lifespan. They will analyze and compare a variety of current, controversial, and traditional treatments and theories, as well as biomedical issues, special diets, and chelation. The course also focuses on the early childhood assessment procedures essential for diagnosis and intervention.

#### **CDS530 Neuroanatomy of Communication and Swallowing (3)**

This course provides detailed information regarding the peripheral and central nervous systems as they relate to normal speech and voice production, language, cognition, and swallowing. Students will practice relating site of lesion to corresponding disorders, and describe the neuropathologies that contribute to neurogenic communication disorders and dysphagia.

#### **CDS535 Early Intervention (3)**

Students will learn to identify, assess, diagnose and treat communication disorders in infants and toddlers from birth to age three. Students will gain experience with both norm-and reference-based standardized assessments for this age group.

Students will be introduced to team-based assessment and trans-disciplinary intervention, and the unique challenges and needs of NICU infants and their families will be discussed.

**CDS540 Acquired Neurogenic Language Disorders (2)**

The purpose of this course is to familiarize students with acquired neurogenic language disorders and the left hemisphere pathologies that causes them (stroke, brain injury). Students will describe and practice procedures for assessment, treatment and management of patients with all forms of aphasia in locations ranging from the intensive care unit and outpatient services to community based rehabilitation.

**CDS542 Clinical Practicum I (3)**

Students will acquire 45 hours of clinical experience in the following areas; 1) administration of hearing screenings for children and adults and supervised clinical experience in provision of aural habilitation and rehabilitation services, and, 2) assessment and intervention in the areas of phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.

**CDS543 Acquired Neurogenic Cognitive Communication Disorders (2)**

The purpose of this course is to equip graduate students with foundational knowledge in current best practice for diagnosis and treatment of acquired neurogenic cognitive communication disorders. The course provides essential information concerning cognitive communication disorders resulting from traumatic brain injury, right hemisphere brain injury and progressive neurological disorders (dementia). The course will also offer students a path to obtaining the Provisional Certificate in Brain Injury.

**CDS545 Augmentative and Alternative Communication (3)**

Students complete in depth study of augmentative and alternative communication (AAC), and related assistive technology used to aid individuals with complex communication needs (e.g. severe physical impairments, sensory impairments, severe communication disorders, etc.). Students will gain experience in the selection and programming process, including practical skills for gaining funding for devices for clients in various settings. They will also analyze the impact of cognitive, educational, physical, psychosocial, and linguistic aspects of human behavior on AAC use, assessment, intervention, and research issues.

**CDS550 Disorders of Fluency (3)**

Students gain familiarity with detailed information about the nature of fluency disorders, as well as the assessment of and treatment of stuttering and fluency disorders for both pediatric and adult age groups. The course includes demonstrations of assessment and treatment of dysfluency and stuttering, as well as cluttering behaviors that interfere with ease of communication in home, school and community life.

**CDS551 Comprehensive Exams I (0)**

This zero unit course allows graduate students in the master's program for communication disorders to take Comprehensive Exams I at the end of their spring semester of their first year in a two year cohort program. The student will take a comprehensive examination which covers content from fall and spring of the first year in the program. If a student does not pass the comprehensive examination, he or she will need to enroll in the zero unit course, CDS 551 which occurs in the summer semester of the first year of the master's program.

**CDS552 Clinical Practicum II (3)**

Students will acquire 45 hours of clinical experience in both assessment and intervention in the areas of articulation and phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse across the life-span in a variety of settings.

**CDS555 Speech Language Services in Public Schools (3)**

This course review contemporary practice issues surrounding the educational system where many speech language pathologists work, including understanding/appreciation of varying processes/procedures, legislative foundations, the referral/assessment process, Student Study Team, IEP process, Response to Intervention (RTI) process, options for service delivery, collaboration, specific state curriculum standards, specialized services, and review of SLP role in public school.

**CDS560 Multicultural and Multilingual Issues (3)**

The course review current theories on language acquisition and practical application pertaining to culturally and linguistically diverse persons with communication disabilities. Students will explore and develop cultural competence for assessment, intervention, and family/community interactions in school, community and healthcare settings for persons across the lifespan. Students will gain practical experience in appropriate procedures for use of interpreters and describe community resources for language difference, disorder, and disability.

**CDS562 Clinical Practicum III (3)**

Students will acquire 45 hours of clinical experience in both assessment and intervention in the areas of acquired neurogenic communication disorders as well as in phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.

**CDS565 Voice and Resonance Disorders (3)**

The course provides in-depth-study of etiology, interdisciplinary assessment, remediation of communicative impairments in children, and adults with craniofacial anomalies. Students will acquire detailed knowledge regarding etiological factors and methodology for prevention, diagnosis, and treatment functional and organic disorders of voice across the lifespan and in diverse populations.

**CDS570 Motor Speech Disorders (3)**

The course provides detailed study of motor speech disorders in children/adults resulting from developmental, acquired, and progressive conditions caused by damage to the central or peripheral nervous system. Students will utilize knowledge of the neurological bases of speech production and neuroanatomy in gaining skills for differential diagnosis of motor speech disorders, and plan assessment and treatment for persons with apraxia of speech and/or the dysarthrias.

**CDS572 Clinical Practicum IV (3)**

Students will acquire 45 hours clinical experience in both assessment and intervention in the areas of acquired neurogenic communication disorders as well as in phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the life-span in a variety of settings.

**CDS575 Dysphagia (3)**

Students complete in-depth study of the anatomy and physiology of the normal swallow in children and adults, neurological and oncologic disorders which affect the swallowing process, and evaluation of the patient with dysphagia for both clinical and instrumental analysis. Treatment plans based on history and evaluation results will be designed and examined. Students will also analyze the impact of historical and current research on the assessment and management of swallowing disorders.

**CDS580 Counseling in Communication Disorders (3)**

This course will introduce students to the counseling skills needed by speech-language pathologists in their daily interactions with clients/patients and their families. A broad overview of counseling theories and techniques will be provided. Students will understand the emotional needs of individuals with communication disorders and their families and how communication disorders affect the individual and family system. Counseling needs of individuals with specific disorders will be discussed, including those with voice and resonance disorders, fluency disorders, autism spectrum disorders, hearing loss, acquired/adult language and cognitive disorders, and congenital disorders.

**CDS582 Public Schools Practicum (3)**

Students will acquire 105 hours of direct clinical experience in an externship in a public school setting. Students will complete both assessment and intervention in the areas of phonology, language disorders in children, fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the lifespan in a variety of settings/ students may focus on a specialty area: acquired neurogenic, voice, craniofacial disorders, and cognitive disabilities.

**CDS590 Capstone (2)**

Students complete a Capstone project to explore a special interest in the field of speech language pathology. Projects will consist of a detailed case study, comprehensive literature review on assessment or treatment of a given communication or swallowing disorder, or service oriented research project for a person or persons with a given category of communication disability. All projects must provide a comprehensive analysis of evidence-based best practice as it relates to the project. Both an oral presentation and paper are required

**CDS591 Comprehensive Exams II (0)**

This zero unit course allows graduate students in the master's program in Communication Disorders to take Comprehensive Exams II at the end of their spring semester of their second year in a two year cohort program. The student will take a second comprehensive examination to cover content from summer of first year, and fall and spring of second year. If the student does not pass the comprehensive examination, he or she will need to take CDS 591 again in summer of the second year. If the student does not pass after the second try, he or she will then be required to re-enroll in CDS 591 in the fall. The degree will be conferred pending passing of the comprehensive examination.

**CDS592 Medical and Community Externship (3)**

Students will acquire 105 hours of clinical experience in community, health-care and/or medical settings. Clinical contact will include specialty areas of acquired neurogenic communication disorders, voice and resonance disorders, and dysphagia. Students may also complete both assessment and intervention in the areas of phonology, language disorders of children,

fluency, and autism spectrum disorders. Clinical contact will include linguistically and culturally diverse populations across the lifespan in a variety of settings.

**CDS595 Praxis Review (1)**

The Praxis Review course is designed to provide students with a comprehensive review of communication and swallowing processes, and their assessment and treatment as a preparation for taking the national Praxis examination in speech language pathology. In addition, the course will emphasize understanding of the current Praxis exam format, question style, and test taking strategies. Students will prepare for next steps in pursuing the speech language pathology services credential, clinical fellowship year, and required professional experience for state licensure.